



## STAIRS MOOC - Book of Modules

**Learn to do more - How to foster policy-related learning  
to achieve meaningful change towards inclusive  
education?**

**MODULE 5**

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS  
TO PROMOTE INCLUSIVE EDUCATION



## Module 5: Multi-agency Collaboration

### Introduction

This module provides opportunities for the learner to examine how effective multi-agency collaboration can prove effective in transforming education and promote inclusive educational practice. The module will emphasise the multidimensional nature of educational marginalisation and how one school/stakeholder approach may not be effective on their own or indeed, how ‘one size fits all’ approach can be ineffective in the face of complex social and educational needs. Effective multi-agency strategies can successfully tackle poverty, inequality, exclusion, and marginalisation in a holistic manner. It will explore how policies that develop close relationships with key stakeholders in the areas of education and employment can provide learners with increasingly relevant education, training, and employment opportunities. The module will highlight how multi-agency collaboration can offer the best approaches to preventing or mitigating the impact of multiple and cumulative disadvantage in a sustained way. It will also explore the importance of key advocates/stakeholders in promoting and sustaining collaborative multi-agency working and explore the process of mindset change that occurs through the process of engaging in multi-agency partnership and collaboration.

[Watch introduction.](#)

### Syllabus

This module will examine the process of organising and sustaining effective multi-agency partnership and collaboration. Using case studies, this module will document the process of developing multi-agency collaboration and will explore the importance of investing time, resource and personnel to initiate and sustain radical and long-term change. The module will explore the process of mindset change that occurs at the individual or stakeholder level through sharing ideas and collaboration that occurs through multi-agency working. It will explore how individual advocates; schools & other stakeholders develop the willingness and capacity to work together in multi-disciplinary teams and settings. The module will document how individuals and key stakeholders use innovative multi-agency approaches to tackling marginalisation and exclusion. The module will explore the importance of creating time and space to create, build and sustain collaborative relationships and how these relationships can transform attitudes and approach to social exclusion and marginalisation. It will also examine the impact and importance of

creating space for innovation, trial and error and willingness to learn and grow from each other, either as individuals or organisations. It will investigate the role of continual professional development and the development of communities of practice in sustaining multi-agency partnership and collaboration. It will examine the core role of partnership and collaboration in initiating and sustaining successful multi-agency approaches which address social exclusion and marginalisation. The module will discuss how multi-agency collaboration can be effective in putting in place early warning systems that can inform effective responses to exclusion and marginalisation. The module will emphasise the importance of multi-agency collaboration as an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion.

## **Learning Outcomes**

Upon completion of this module, the learner will be able to:

### **1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**

- Understand the process underpinning effective multi-agency collaboration.
- Reflect critically on the key components of effective multi-agency collaboration.
- Explore how multi-agency collaboration and cooperation can respond effectively to social and educational exclusion and marginalisation.
- Assess the impact of the macro-level approach underpinning multi-agency collaboration.

### **2 Affective: Attitude and Values**

- Appreciate the impact of collaborative multi-agency networks in transforming education.
- Value the development of communities of practice that underpin effective multi-agency collaboration.

- Appreciate the transformative nature of multi-agency collaboration in addressing complex social and educational issues such as poverty, homelessness and exclusion.

## Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to multi-agency collaboration and impact of effective multi-agency partnership on the promotion of inclusion in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

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### Lesson One: Fostering Collaboration for Inclusive Education

In this introductory module you will find out that successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional aspects. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose — for instance, for speech or occupational therapy. But the goal is this should be the exception. Because, inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

Presently, the United Nations defines inclusive education as “access to and progress in high-quality education without discrimination” (UN 2016, p. 3), which requires “a process of systemic reform...to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences” (UN 2016, p. 4). Building more inclusive, just, and fair societies must start with inclusive education systems. UNESCO's Sustainable Development Goal 4 on education emphasizes inclusion and equity as the foundation for quality education. Find out more about fostering collaboration for inclusive education by reading case studies. Browse the case studies section to discover interesting practices around the world and visit the resources page where you will find comprehensive information on a wide range of topics relating to inclusive education <https://www.inclusive-education-in-action.org/>.

You can also get more familiar what inclusive education is by reading an article on inclusive education that gathers a solid understanding of what it means, what the research shows, and proven strategies that bring out the benefits for everyone: <https://resilienteducator.com/classroom-resources/inclusive-education/>

Photo 1: What is Inclusive Education

# WHAT IS INCLUSIVE EDUCATION?

All students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.



Research

Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education.



Parents

On average, parents were somewhat uncertain if inclusion was a good option for their SWD but the more experience with inclusive education they had, the more positive parents of SWD were about it.



Teachers

Teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it.



Strategies

- Use a variety of instructional formats
- Ensure access to academic curricular content
- Apply universal design for learning



[resilienteducator.com/inclusive](http://resilienteducator.com/inclusive)

### **What is inclusive education?**

To find out more about implementing inclusive education systems in Europe, get familiar with work and activities of European Agency for Special Needs and Inclusive Education. As a platform for collaboration and peer learning <https://www.youtube.com/watch?v=NuQTwJ-yeLM> it supports ministries of education of over 30 member countries while improving their inclusive education policy and practice. It also co-operates with transnational organisations and engages educators, experts, learners and families to ensure high-quality educational opportunities for all.

As you have so far noticed, only collaborative partnerships support inclusive practice. Universally available services are inclusive of all children, including those with a disability or developmental delay and other children who may access additional support (Wesley and Buysse, 2004; Trepanier-Street, 2010). The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that also includes parents.

However, the situation is far from ideal as schools are facing numerous challenges to secure a demanding full education experience for all our pupils. Read part of a speech of [principal Ireland's teacher within the primary school experience in boys' school](#) (pg. 26. – 30.) to get the better insight from Conference on Poverty and Social Inclusion in Education – A review of DEIS, is a timely contribution to the policy debate on supporting pupils at risk of exclusion, their families, and their teachers.

*"In our school, and of my knowledge of other DEIS schools, I feel we delivered as best we could. Children do love coming to school. It's an oasis. A dream land. A little piece of 'fairy land' perhaps, dropped into often damaged family lives, lived out in volatile communities. Parents*

*value the possibility of educational achievement that they never had. However, we must remind ourselves again of the heavy burdens many our young pupils have on their backs as they come to our schools (chronic anxiety, hopelessness, mental and physical health problems, addiction, poor housing and more often homelessness, marginalisation, poverty, poor family experience of education, alienation and fear of violence and criminal). New Irish, with many of the above, but with the additional challenges of being new to Ireland, with little English, culturally adrift in our communities. Think of a particular needy young person in your school and evaluate their chance of staying on board the education boat that we know leaves the shores of pre-school and junior infants on a very*

*precarious voyage. What is the likely destination? Is it to University/College and employment or more realistically perhaps to Mountjoy or Wheatfield, or to the streets or outside the clinic, or tragically passing away all too soon... ”.*

He is pointing out how in more advantaged communities with more resources, the care and welfare piece is largely met at home and in the community, resulting in a richer education-focused school experience while in his schools they are often swamped by unmet care needs ever narrowing the window for real learning.

Picture 2: Care and Learning Management



As we have seen so far, professionals work together both within and between services. Early childhood services are also increasingly diverse, and most children attend several different educations, health, and other services during their early development. This diversity can result in fragmentation for children and families, who often face more than one issue or need at any given time and thus may be accessing several services at once (McWayne et al, 2008).

In Portugal there has been a push to develop inclusive schools “where each and every student, regardless of their personal and social situation, finds responses to their potential, expectations, and needs, and develops a level of education that creates full participation, a sense of belonging, and equity, contributing to social inclusion and cohesion” (Ministério da Educação 2018). Learn more about the concrete concept of inclusion within the Portuguese education system by watching video <https://www.youtube.com/watch?v=AoGQw5UO16M&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1> where Dr. David Rodrigues from the Education's National Council speaks. Get familiar with the case of José Saramago cluster of school and educational territory of priority intervention where Tania Eduardo shows an example of inclusion practices in a Portuguese rural environment <https://www.youtube.com/watch?v=zBTbulGZyCQ>. Both videos were shoot during the online study in the framework of the STAIRS project.

In Ireland, DEIS project (Delivering Equality of Opportunity in Schools), the Action Plan for Educational Inclusion was launched by the Department of Education and Skills in May 2005. in the North Dublin Region. The plan focuses on addressing the educational needs of children and young people from disadvantaged communities, from pre-school through second-level education (3 to 18 years). 852 Primary Level and Second Level Schools in Ireland are included in the DEIS initiative. 658 of these are Primary Schools while 194 are Secondary Schools. Herewith, Tracie Tobin the Principal of St Michael’s Infant School and Tiernan O’Neill Principal of Corpus Christi Primary School Moyross spoke about promoting equality in education <https://www.youtube.com/watch?v=oyNmjzVkJFo&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=19> within the framework of the STAIRS project.

## Assessment – Lesson One

1. The European Agency for Special and Inclusive Education has 31 member countries, covering 35 jurisdictions so look up for your country’s data, information and a description of the country’s system for inclusive education <https://www.european-agency.org/country-information> Check also an infographic upon Inclusive Education Across Europe <https://www.european-agency.org/resources/multimedia/infographic-inclusive-education-across-europe> and reflect upon how legislation, practice

	<p>and policy contribute to your vision for inclusive education systems. Learn which components need to be present for education system to work and become more equitable, effective, and efficient in valuing learner diversity and raising the achievement of all learners and system stakeholders.</p> <p>2. Read the complete Policy brief <a href="https://www.european-agency.org/sites/default/files/KeyPrinciples-policybrief-EN.pdf">https://www.european-agency.org/sites/default/files/KeyPrinciples-policybrief-EN.pdf</a> and watch video <a href="https://www.youtube.com/watch?v=s4J8RvjZCo">https://www.youtube.com/watch?v=s4J8RvjZCo</a> regarding key principles for supporting policy development and implementation for inclusive education in order to learn more about eight operational strategies, structures and processes are considered essential for inclusive policy and practice. You will get familiar with five requirements for the legislative and policy context as Agency has synthesised these key principles to support the implementation of high-quality inclusive education for all learners.</p>
2	<h2><b>Lesson Two: The Process of developing multi-agency collaboration</b></h2> <p>In this lesson, you will find out more about the benefits of multi-agency partnership working within educational settings along with benefits and challenges faced in establishing and developing multi-agency partnership through some examples. Multi-agency partnership working is where practitioners from more than one agency work together jointly, sharing aims, information, tasks, and responsibilities to intervene early to prevent problems arising, which may impact on children's learning and achievement.</p> <p>Get more information on why in recent years, multi-agency working has received much attention by watching the video Every Child Matters &amp; Multi-Agency Working here: <a href="https://www.youtube.com/watch?v=sGRYCC6lFRg">https://www.youtube.com/watch?v=sGRYCC6lFRg</a>.</p> <p>It is a <a href="#">UK government</a> initiative for England and Wales, launched in 2003, representing of the most important policy initiatives which has been introduced in relation to children and children's services of the last decades, and has been described as a "sea change" to the children and families agenda. It has been the title of three <a href="#">government papers</a>, leading to the <a href="#">Children Act 2004</a>. Every Child Matters covers children and young adults up to the age of 19, or 90 for those with disabilities.</p> <p>As we have seen, a process of developing multi-agency collaboration and multi-agency working is firmly advocated in government agendas such as The Children's National Service Framework (2004) which encourages services to be designed around the needs of the child, not individual problems. The children's commissioner, Professor Aynsley-Green <a href="#">summarised this vision by stating</a> that "the practical challenge is ensuring that children's services locally are coherent in design and delivery, with good coordination, effective</p>

joint working between and across sectors and agencies, with smooth transitions and in partnership with children, young people and families" (Executive Summary, Department of Health, 2004).

Find out more about why Multi-agency working has been identified as an effective method of early identification and intervention to address complex needs (Carpenter, 2000) by reading the essay Multi Agency Working With Children With Learning Difficulties <https://www.ukessays.com/essays/education/multi-agency-working-with-children-with-learning-difficulties-education-essay.php>

Several influencing factors were revealed in the literature that related to the multi-agency processes. The area's most frequently identified were Communication, Factors influencing multi-agency work, Clarity of purpose, Planning and consultation, Organisational aspects and information exchange. See a summary of effective practice strategies (Atkison M., Jones M., Lamont E. (2007) pg. 46. – 49) <https://www.nfer.ac.uk/media/2001/mad01.pdf>.

In the video <https://www.scie.org.uk/integrated-care/research-practice/activities/multidisciplinary-teams> you will see how Multidisciplinary teams (MDTs) in United Kingdom are the mechanism for organising and coordinating health and care services to meet the needs of individuals with complex care needs. Teams bring together the expertise and skills of different professionals to assess, plan and manage care jointly. Based in the community, and networked with primary care, MDTs are expected to work proactively to support individuals' care goals.

Get also familiar how in England, in the Bexhill area, several primary schools have come together to form an alliance. This alliance has been created to inform parents about the resources and support that are available within each school for children with special educational needs or disabilities (SEND) and additional needs by watching this video <https://www.all saintsbexhill.org/Parents/Multi-agency-working/>

The next video will explore the Youthreach Programme that deals with early school leaving (ESL) all around Ireland <https://www.youtube.com/watch?v=v8mPBJ7Umgf>.

Another example comes from Croatia. Six-year-old Kristina says her goal in life is to finish school, but she does not have many things most children have. She has no one to help her with her math homework. She has no library in her vicinity where she can borrow books over the summer and practice reading. She cannot use the internet and find out what she needs: her parents have no money to pay for a computer. But she is neither intellectually underdeveloped nor neglected. She speaks Bayash Roma, an old dialect version

of the Romanian language, as their first language. Beginning of elementary education in the non-native language presents the first barrier to the successful education of Roma children. Also reading assigned literature or completing homework might not be possible for many children (e.g., crowded home-living situation or no electricity) in Roma settlements.

That's why a [project that ensures a Roma national minority students from primary schools a secured extended stay in school strengthens their integration into school](#). During that period, they additionally learn the Croatian language, which is not their mother tongue, have help with solving tasks and mastering materials, and acquire healthy eating habits through a secured hot meal at school. These are some results of the EU project, which successfully includes Roma minority students in the educational system by financing all the costs of extended stays, all with the aim of ensuring them a better chance to continue their education. It is organized with the cooperation of relevant Ministry, County, municipalities, and schools.

### **Assessment - Lesson Two**

1. Examine the image located on the following website: <https://icoulter1992.files.wordpress.com/2014/10/every-child-matters-internall-plaques09.jpg> Reflect upon the following: What are your impressions / views of this representation? To what extent does this image include necessary aims for every child, regardless of background to be supported to? Is there any other goal that might be placed here to ensure the safety and wellbeing of the children and establish a safe environment?
2. Can you think of any example of multi-agency partnership from your country?  
Think about what agencies or professionals might also be involved in or able to help this family? What would be their roles? Think of some examples/practices within the school/organisation in your region that enable inclusion. If possible, try to get the experience of students, students' parents, teachers, learning support assistants and administrators in order to get familiar with the effect of inclusion on the school community/culture.

- 3 **Lesson Three: Roles and responsibilities: a general overview in the development of a multi-**

## agency team

In this lesson you explore how multi-agency working is an effective way of supporting children and families with additional needs and helping to secure real improvements in their life outcomes. Following the Green Paper Every Child Matters (Sept 2003), it is becoming increasingly common for education, health, youth justice, social care, youth work, voluntary and community sector and other children's services to join forces to work more collaboratively around a preventative agenda. Multi-agency working can make a unique contribution to preventative and early intervention services, because it has been shown to be an effective way of addressing the wide range of cross-cutting risk factors that contribute to poorer outcomes for an adapted ecosystem model for Inclusive early childhood education.

A lot of progress has already been made at a local level in the development of multi-agency projects and initiatives. The diversity demonstrates that there is no one, correct way of multi-agency working. However, a review of practice shows that it is possible to group multi-agency working into three very broad models. These are intended to assist local areas in thinking through the different structures and issues, but there are no hard and fast rules about how multi-agency services should be set up:

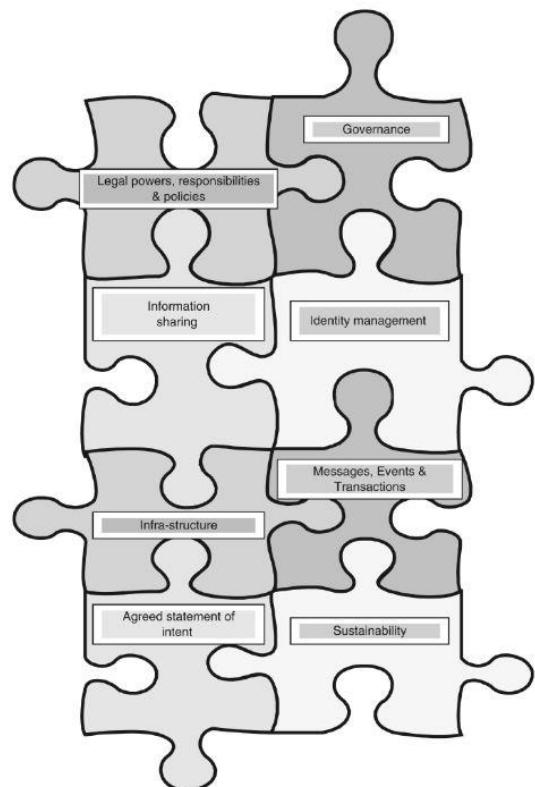
1. Multi-agency panel
2. Multi-agency team
3. Integrated service

The main features with regard to agency roles and responsibilities in the multi-agency projects under study, according to interviewees, were: the multi-agency steering group, a shared responsibility or equal partners and overlap or merging of roles pg. 90 <https://www.nfer.ac.uk/media/1663/css02.pdf>.

Get familiar with the differences between these services by reading fact sheet Multi-agency working <https://www.wokingham.gov.uk/EasySiteWeb/getresource.axd?AssetID=75433&> “From inclusive early childhood education: new insights and tools -contributions from a European study” (p. 37), by European Agency, 2017a.

Read the report <https://www.nfer.ac.uk/media/1663/css02.pdf> (pg. 115 – 158) that includes analysis and discussion of the different types, or models, of multi-agency activity; the rationale for their development; agencies' and individuals' involvement in multi-agency activities, their roles and professional backgrounds; the impact of multi-agency activities; and the challenges and key factors in their success.

See the key principles of multi-agency partnership working through framework for working in a multi-agency partnership showing eight essential building blocks of the framework for working in a multi-agency environment.



*Photo 3. Framework for working in a multi-agency partnership showing*

***eight essential building blocks Source?***

See also the framework <https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/> that supports all partners working with a child, adult and family to agree a multi-agency shared understanding of strength, risk and needs from a trauma informed perspective. This shared understanding informs decision-making, strengthening how to work in a preventative way to develop a plan to address need and risk. Graphic illustrates how the framework can be undertaken within the seven stages influenced by the work of Wonnacott & Wallbank (2016) and Keller & Protinsky, (1986).



***Photo 4. Source: Multi Agency Group Supervision***

<https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/>

**Read:** the following essay on *The Origin, Concept and Principles of Multi-Agency Partnership Working* [https://us.sagepub.com/sites/default/files/upm-assets/25240\\_book\\_item\\_25240.pdf](https://us.sagepub.com/sites/default/files/upm-assets/25240_book_item_25240.pdf) and think about how can you ensure that the vision, aims and principles, jointly developed for multi-agency partnership working meet and match the identified needs of pupils with additional needs.

The web-based resource 'Getting started in multi-agency working'

<https://www.wokingham.gov.uk/EasysiteWeb/getresource.axd?AssetID=75433&> covers the following aspects: the benefits, challenges and success factors of multi-agency working; practical advice for setting up services; case study examples, and a common language glossary for practitioners and great deal of information about establishing multi-agency working offers a toolkit for managers and practitioners.

**Watch video:** Delivering integrated care: the role of the multidisciplinary team

<https://www.youtube.com/watch?v=kiCkv-AFvBo> and see how integrated care requires professionals and practitioners from across different sectors to work together around the needs of people, their families, and their communities. Not working together results in a poor experience of care, a waste of resources and in some cases, people suffering harm.

Get familiar with different types of multi-agency activity and roles within by reading six case studies

<https://www.nfer.ac.uk/publications/CSS02/CSS02.pdf> (pg. 174 -218.).

### **Assessment - Lesson Three**

Of the six items presented below, which are three most important key attributes of an effective and efficient multidisciplinary according to your opinion? Explain why

1. Collaborative practice.

	<p>2. Clear communication.</p> <p>3. Clear definition of tasks and responsibilities.</p> <p>4. Clear goals, objectives, and strategies.</p> <p>5. Recognition of and respect for the competence and contribution of each team member.</p> <p>6. Competent leadership.</p> <p>Reflect on the following: Do you agree with key challenges to multi-agency working and key factors and skills for multi-agency working that are pointed out within this report? Would you add any more and why?</p> <p><b>Knowledge check:</b> take this test and check your learnings <a href="https://www.easytestmaker.com/Test/BB10A6ED-3424-4A46-865F-1817593C4BCE">https://www.easytestmaker.com/Test/BB10A6ED-3424-4A46-865F-1817593C4BCE</a></p>
4	<h2>Lesson Four: Key factors and skills for multi-agency working and working in groups</h2> <p>This lesson will focus the key factors and skills underpinning optimum multi-agency collaboration. Children and their families will access a range of throughout a child's life. It's vital that practitioners work together to gain a full overview of a child's situation and have a co-ordinated approach to support. Many ways of multi-agency working have been tried and adopted. The dynamics of a multi-agency group can be interesting. Everyone brings different specialist skills and knowledge, and everyone is used to different professional cultures. The very nature of multi-agency working means that everyone comes from different backgrounds. But for teams to be successful they need to develop a common vision and a shared way of working. Many organisations must handle periods of change. And if you're moving towards integrated ways of working, change is something you'll almost certainly experience. Myers (1986) suggests the competencies that allow a professional to change include:</p> <ol style="list-style-type: none"> <li>1. A strong sense of their own professional competence.</li> <li>2. The ability to be comfortable with ambiguity and uncertainty.</li> <li>3. The ability to reason critically.</li> </ol> <p>Multidisciplinary and Multiagency working involves appropriately utilising knowledge, skills and best practice from multiple disciplines and across service provider boundaries, e.g., health, social care or voluntary and private sector providers to redefine, re</p>

scope and reframe health and social care delivery issues. Look at the toolkit Toolkit for practitioners about Setting up multi-agency services

[https://dera.ioe.ac.uk/1853/1/IW129\\_0310.pdf](https://dera.ioe.ac.uk/1853/1/IW129_0310.pdf) (pg. 6 – 18.)

The European Pillar of Social Rights action plan has set an ambitious target of reducing by five million by 2030 the number of children at risk of poverty or social exclusion, and this was reinforced at the Porto Social Summit. The European Child Guarantee is a major step forward towards this goal as a model to tackle disadvantage and exclusion during our children's early years whilst guaranteeing a brighter future for their adult life. The European Commission has partnered with UNICEF Regional Office for Europe and Central Asia (ECARO) to test how the EU Child Guarantee can work in practice in seven Member States. Croatia is among those seven European Member States participating in the pilot programme Testing of the EU Child Guarantee, with the aim of ending child poverty and social exclusion. The European Parliament introduced the concept of the European Child Guarantee non-legislative initiative in 2015 with the hopes of breaking the intergenerational cycle of poverty and reducing social inequality within Europe. The Child Guarantee aims to provide free healthcare, education, early childhood education and care, decent housing and adequate nutrition to every child who is at risk of poverty or social exclusion in Europe. The main aim of this policy is to combat child poverty and reduce social inequalities.

The Child Guarantee focuses on “children in need”. This includes children living in poverty, children with a migrant background, children in institutions and children with disabilities. They have highlighted seven priorities, which are key for ensuring equal access to human rights for children with disabilities, and children living in institutions:

- Provide all children with the right to grow up in a family
- Ensure access of all children with disabilities to inclusive education
- Ensure that EU Funds support family-based care and are not invested in institutions
- Ensure access of children with disabilities to independent living and personal assistance
- Prioritise children with disabilities in deinstitutionalisation reforms
- Ensure participation of children with disabilities in decisions that concern them

- Prioritise the needs of children with disabilities, including children in institutions, during COVID response and recovery

Read Full Policy Report: The European Child Guarantee <https://89initiative.com/wp-content/uploads/2021/04/E.-Balazs-The-European-Child-Guarantee-1.pdf> and watch the video about Making the European Child Guarantee a Reality <https://www.youtube.com/watch?v=vSzUJL5tkic>

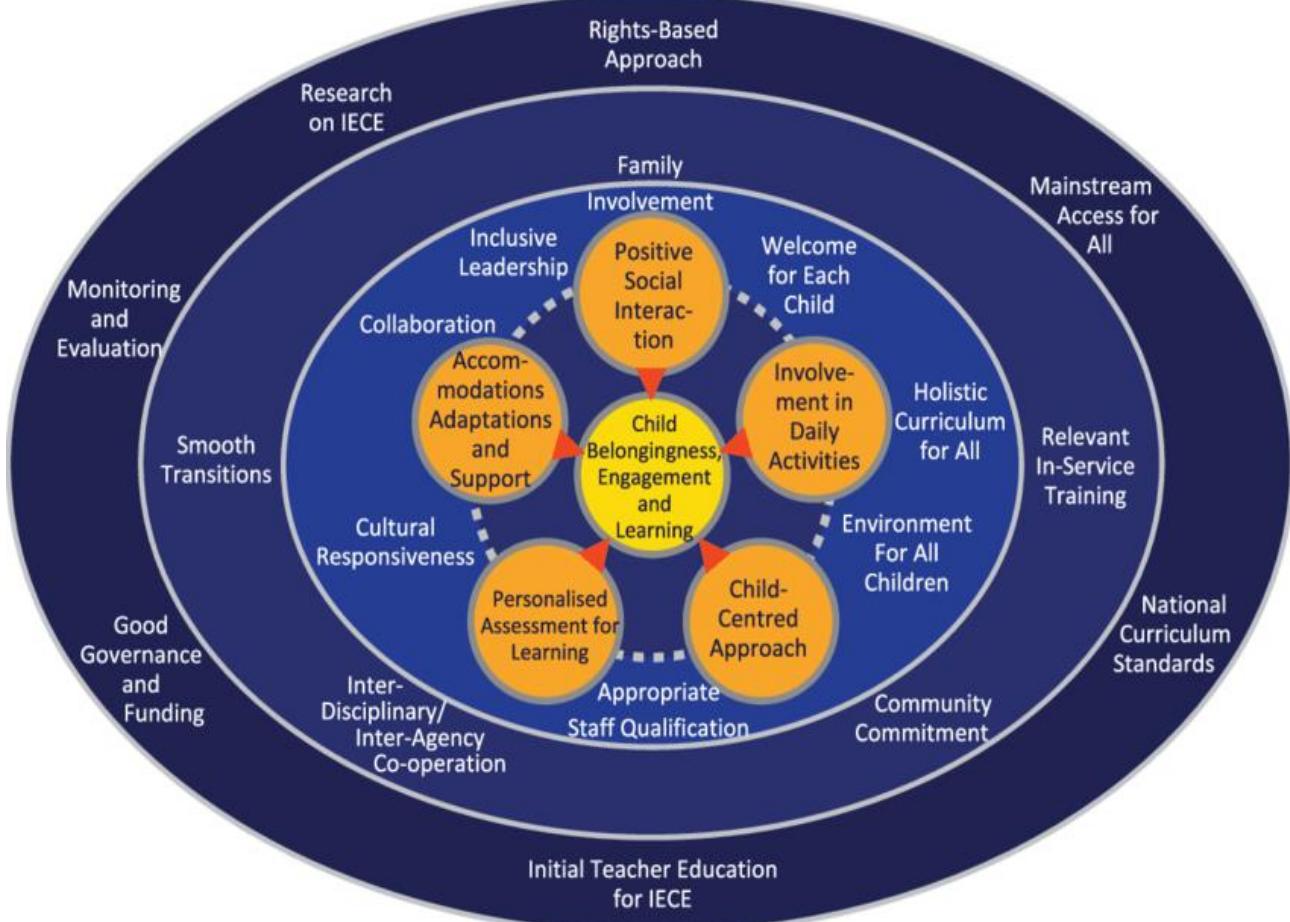
Learn more how multi-agency collaboration can be an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion within case study of Romani Early Years Network (REYN), a Europe's -wide leading advocacy network that promotes professionalism in early years, access of Roma and Traveller children to quality early childhood development (ECD) services and more diversity in the ECD workforce, including a better representation of Roma and Traveller professionals on this leaflet <https://www.reyn.eu/wp-content/uploads/2019/02/TOY-for-Inclusion-Leaflet.pdf>

REYN shares knowledge, promotes best practices, trains practitioners, and works with members to achieve quality and equitable early childhood services. REYN believes that by leveraging [the EU attention and funding](#) can make a positive difference for children. Concretely they make the case for the need to include early childhood education and care (ECEC) for children, birth to six years old, in the annual monitoring of the National Roma Integration Strategies by the European Commission (DG Justice). Together with various key partners they support and monitor the work done by the different EU directorates (DG Justice, DG Employment and DG Education and Culture) on Romani and Travellers children. At the same time, they work with National Networks to improve local services and increase diversity in the workforce at the national level.

See also how their network TOY for Inclusion moves away from the perspective that some children and families are harder to reach than others. Instead, they make services easier to reach, by promoting inter-sectoral work, flexible solutions, and contextualized responses to the specific needs of young children and their families. In this video [https://www.youtube.com/watch?v=q\\_pU097BS08](https://www.youtube.com/watch?v=q_pU097BS08), they explain the concept of PlayHubs, who visits these spaces, and why they are so important.

Early intervention for children vulnerable to exclusion is currently focused on the child's effective inclusion in mainstream early

childhood education. There is thus a search for developing a shared understanding of what constitutes quality inclusive preschool provision. This was the aim of a qualitative 3-year (2015–17) study of inclusive settings for children from 3 years to compulsory education across European countries, conducted by the European Agency for Special Needs and Inclusive Education. Data consisted of practitioner descriptions of 32 example inclusive preschools from 28 European countries, and more detailed data collected during short visits to eight of the example settings. Qualitative, thematic analysis identified 25 subthemes representing the perceived constituents of inclusive early childhood education provision. These were organized within a framework that intertwined the structure-process-outcome model with the ecological systems model. The resulting adapted ecosystem model for inclusive early childhood education comprises five dimensions: (1) the inclusive education outcomes, (2) processes, and (3) structural factors within the microenvironment of the preschool; and the wider (4) inclusive structural factors at community, and (5) at national levels. The framework can be useful for practitioners as well as researchers and policy makers seeking to improve inclusive early childhood education provision (A. Bartolo P., Kyriazopoulou M., Björck-Åkesson E. & Giné C. (2019).



**Photo 5. An adapted ecosystem model for Inclusive early childhood education. From inclusive early childhood education: new insights and tools -contributions from a European study (p. 37) Source?**

The data analysis identified 25 subthemes representing what the participant European IECE stakeholders perceived as constituents of quality inclusive early childhood education. These ranged from concerns about processes within the preschool setting itself to

	<p>those about national policies and provision which were seen as influencing the setting.</p>
	<p><b>Assessment - Lesson Four</b></p> <ol style="list-style-type: none"> <li>1. Respond to the following questions through a personal reflection: To what extent do these principles guidelines within toolkit apply to your context? Why? Provide evidence. As a practitioner, what is your personal view on offered steps for setting up multi-agency services in this way? Do you see any issues/ points that can be added to the toolkit the author presented?</li> <li>2. Describe some benefits and tensions of child and young person focussed multi-agency working. Situate current practice development within the national policy context. What is the likely impact of multi-agency working on your future work? How could you contribute to multi-agency working in the future - within school? and/or with other agencies or professionals?</li> </ol>
5	<p><b>Lesson Five: Summary</b></p> <p>This module has explored the process of organising and sustaining effective multi-agency partnership and collaboration. Using case studies, this module documented the process of developing multi-agency collaboration and explored the importance of investing time, resources, and personnel to initiate and sustain radical and long-term change. The module also explored the process of mindset change that occurs at the individual or stakeholder level through sharing ideas and collaboration that occurs through multi-agency working. It examined how individual advocates; schools &amp; other stakeholders develop the willingness and capacity to work together in multi-disciplinary teams and settings. The module documented how individuals and key stakeholders use innovative multi-agency approaches to tackling marginalisation and exclusion. The module explored the importance of creating time and space to create, build and sustain collaborative relationships and how these relationships can transform attitudes and approach to social exclusion and marginalisation. It also examined the impact and importance of creating space for innovation, trial and error and willingness to learn and grow from each other, either as individuals or organisations. It investigated the role of continual professional development and the development of communities of practice in sustaining multi-agency partnership and collaboration. It explored the core role of partnership and collaboration in initiating and sustaining successful multi-agency approaches which address social exclusion and marginalisation. The module discussed how multi-agency collaboration can be effective in putting in place early warning systems that can inform effective responses to exclusion and marginalisation. The module emphasised the importance of multi-agency collaboration as an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion.</p>

### **Assessment of Module**

Reflecting on the lessons in this module and key messages underpinning multi-agency, develop a two-page rationale you would present to policy makers in your country/region aimed at (a) promoting and (b) improving multi-agency collaboration and partnership, in inclusive education. You can focus on one stage, for instance, preschool, primary, post-primary, further education, vocational education etc.

## **Module Study Resources**

- Higgins, A. & R. Bourke, (2017) Bedford Row Family Project: Holding the Suffering, Curriculum Development Unit, Mary Immaculate College: Limerick. Available at: <https://www.bedfordrow.ie/wp-content/uploads/2013/08/BEDFORD-ROW-RESEARCH-REPORT-2017-SUMMARY.pdf>.
- Higgins, A. A. Lyne, S. Power & M. Murphy (2021) Embracing Diversity Nurturing Integration Project (EDNIP): sharing the story, evolution, model and outcomes of a research and intervention project in five DEIS Band 1 primary schools in Limerick City 2017-2019, Limerick: MIC, EU Commission under the Asylum, Migration and Integration Fund and Department of Justice and Equality. Available at: <https://www.mic.ul.ie/sites/default/files/uploads/140/EDNIP%202020%20Full%20Report.pdf>
- O'Sullivan, C. & M. Morgan Learning Together: The Incredible years: a report on the progress of the incredible years project in Limerick City, Paul Partnership: Limerick. Available here: <https://www.paulpartnership.ie/wp-content/uploads/2019/08/Incredible-Years-Progress-Report.pdf>.
- [https://web.archive.org/web/20140328144814/http://www.eduquality-hr.com/index.php?option=com\\_content&view=article&id=107&Itemid=48&lang=en](https://web.archive.org/web/20140328144814/http://www.eduquality-hr.com/index.php?option=com_content&view=article&id=107&Itemid=48&lang=en)
- Bouillet, Dejana. "[Some aspects of collaboration in inclusive education–teachers' experiences.](https://www.tandfonline.com/doi/full/10.1080/09687599.2015.1037949)" Centre for Educational Policy Studies Journal 3.2 (2013): 93-117.<https://www.tandfonline.com/doi/full/10.1080/09687599.2015.1037949>

- <https://www.researchgate.net/profile/Anamarija-Zic-Ralic/publication/348003844/The-quality-of-inclusive-education-from-the-perspective-of-teachers-in-Poland-and-Croatia/links/5ff3495fa6fdccdc82e6b82/The-quality-of-inclusive-education-from-the-perspective-of-teachers-in-Poland-and-Croatia.pdf>
- [https://books.google.hr/books?id=pDhcVU-kFL0C&pg=PA111&dq=supporting+pupils+with+difficulties+in+Croatia&hl=en&sa=X&ved=2ahUKEwjahKS6otDwAhXJ\\_rslHdN7AwMQuwUwAHoECAAQBw#v=onepage&q=supporting%20pupils%20with%20difficulties%20in%20Croatia&f=false](https://books.google.hr/books?id=pDhcVU-kFL0C&pg=PA111&dq=supporting+pupils+with+difficulties+in+Croatia&hl=en&sa=X&ved=2ahUKEwjahKS6otDwAhXJ_rslHdN7AwMQuwUwAHoECAAQBw#v=onepage&q=supporting%20pupils%20with%20difficulties%20in%20Croatia&f=false)  
<http://www.psiwell.eu/index.php/en/>
- Atkison M., Jones M., Lamont E. (2007): Multi-agency working and its implications for practice: A review of the literature <https://www.nfer.ac.uk/media/2001/mad01.pdf#%5B%7B%22num%22%3A103%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C0%2C842%2Cnull%5D>
- A. Bartolo P., Kyriazopoulou M., Björck-Åkesson E. & Giné C.(2019): An adapted ecosystem model for inclusive early childhood education: a qualitative cross European study, International Journal of School & Educational Psychology, <https://doi.org/10.1080/21683603.2019.163731>
- Review of DEIS: Poverty and Social Inclusion in Education, Proceedings of a Joint Conference: INTO and Educational Disadvantage Centre, St Patrick's College, Drumcondra (2015) <https://www.into.ie/app/uploads/2019/07/ReviewofDeis.pdf>
- Key principles: Policy brief supporting policy development and implementation for inclusive education European Agency for Special Needs and Inclusive Education <https://www.european-agency.org/resources/publications/key-principles-supporting-policy-development-implementation>
- Dale McManis L., PhD: Tips for Teachers and Classroom Resources Inclusive Education: What It Means, Proven Strategies, and a Case Study <https://resilienteducator.com/classroom-resources/inclusive-education/>
- Multi Agency Working With Children With Learning Difficulties <https://www.ukessays.com/essays/education/multi-agency-working-with-children-with-learning-difficulties-education-essay.php>

## Photos:

- Photo 1: What is inclusive education: Source: webpage: Resilienteducator.com <https://bit.ly/3IOWzpw>
- Photo 2: Source: webpage: <https://www.into.ie/app/uploads/2019/07/ReviewofDeis.pdf>

- Photo 3: Framework for working in a multi-agency partnership showing eight essential building blocks  
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fsk.sagepub.com%2Fbooks%2Feffective-multi-agency-partnerships%2Fn1.xml&psig=AOvVaw1jO-ZguajuMdoQHQi443Rj&ust=1647514400056000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPivv8a7yvYCFQAAAAAdAAAAABAD>
- Photo 4: Multi Agency Group Supervision <https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/>
- Photo 5: An adapted ecosystem model for Inclusive early childhood education. From inclusive early childhood education: new insights and tools -contributions from a European study (p. 37), by European Agency, 2017a. Copyright 2017 by European Agency  
<https://bit.ly/34J95Z>

#### **Webpages:**

- STAIRS project presentations and case studies: <https://stairs.tpf.hu/en>
- Look at the sheet about multiagency learning <https://www.wokingham.gov.uk/EasySiteWeb/getresource.axd?AssetID=75433&>